DOCUMENT RESUME

ED 212 793 CE 031 166

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TITLE Job Changes. Instructor's Guide. Revised. Employability Skills Series.
INSTITUTION Florida State Univ., Tallahassee. Career Education Center.
SPONS AGENCY Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.
PUB DATE Jun 79
NOTE 47p.; For related documents see CE 031 154-165.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Education; Annotated Bibliographies; Behavioral Objectives; *Career Change; *Career Education; *Career Planning; *Employment Potential; Learning Activities; Occupational Mobility; Postsecondary Education; *Promotion (Occupational); Secondary Education; Teaching Guides; Teaching Methods; Tests; Units of Study
IDENTIFIERS Employability Skills Series

ABSTRACT

This instructor's guide accompanies the student booklet/unit on job changes in the Employability Skills Series. (The student booklet is available separately as CE 031 165.) It first discusses the Employability Skills Series. A section on administering the unit details purpose of the unit and major concepts to be developed, lists student performance and knowledge objectives, presents a content outline, discusses the competency-based structure of the units, and describes basic procedures for using the unit, three classroom management plans, and materials needed. Suggestions are made to enrich the unit in the next section. Discussion questions are listed, and additional activities are presented with objectives, activity, time required, materials, and procedures outlined. Annotations of some resources available for teaching employability skills are also provided. The final section presents materials for measuring student performance, including performance test answer key and objectives; unit test answer key and objectives; unit test, forms A and B; and instructor record sheet. (YLB)

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Instructor's Guide

Job Changes

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Instructor's Guide
Job Changes

June, 1979

State of Florida
DEPARTMENT OF EDUCATION
Ralph D. Turlington, Commissioner of Education
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DIVISION OF VOCATIONAL EDUCATION

This public document was promulgated at a cost of $895.17 or $0.895 per copy to provide educators with employability skills instructional materials to be used with secondary school students and adults.

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First Edition published 1977. Revised Edition 1979.

Acknowledgments

The instructional materials developed by the Employability Skills Curriculum Team have been evaluated in a variety of vocational education and academic classrooms. The team would like to thank the educators who participated in the field testing of this booklet. They are: Marilyn Bruni, Mary Beth Schmid, and Bob Bowlin, distributive education instructors; Helen Whaley, business education instructor; Janis Grogan and Susan Key, occupational specialists; Chuck Suchman, alternative learning instructor; and Jim La Morte and Mary Thompson, diversified cooperative training and work experience instructors.

The team would also like to thank the members of its Advisory Committee: Dale Ake, James Barge, Andrea Barrett, Elizabeth Cunningham, Jim Davis, Margaret Ferqueron, Ron Jeffries, Joe Kirkland, Tom Swift, and Gail Trapnell.

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The Employability Skills Series

What Are Employability Skills?

Employability skills are the nontechnical, cross-vocational skills related to getting and keeping a job. These skills include such abilities as choosing an occupation, filling out an application form, managing personal finances, getting along with people on the job, practicing good work habits, and resigning properly from a job.

What Is the Employability Skills Series?

The Employability Skills Series is a set of instructional materials designed to teach secondary students and adults the skills involved in getting and keeping a job. The purpose of the series is to provide educators with ready-to-use student materials that are competency-based and validated for effectiveness and acceptability in actual classrooms. Oriented to young adults but written at approximately the fifth grade reading level, the materials have a flexible format that can be used in a variety of instructional settings.

The materials were developed systematically. First, objectives describing competencies were selected from a catalog of objectives validated by Florida educators. The objectives were then defined for each unit of instruction. Instruction, activities, and tests were designed and written for each objective. The objectives thus become the structural elements of the units with the instruction organized around them. Since instruction and standards of performance are given for each objective, the units lend themselves to competency-based instruction. Each objective or unit in the series can be used alone or in conjunction with the other objectives or units. The materials have been thoroughly field-tested and revised until students tested achieved the competencies described in the objectives. Comments and questionnaire responses from Florida educators and students were used in revisions to ensure that the format and reading level are appropriate for actual classroom use.

Components in the series are:

Six student booklets (with instructor's guides)

Choosing an Occupation—How to obtain personal and occupational information necessary for making career choices.

Your Job Search—How to prepare for the job hunt, get leads, make contact with the employer.

Applying for a Job—How to write resumes, fill out application forms, take preemployment tests, interview for jobs.

Good Work!—How to develop good work habits like performing tasks responsibly, observing safety rules, following instructions.

Personal Finances—How to save, shop, bank, budget, fill out tax forms, check payroll deductions, balance a checkbook.

Job Changes—How to handle promotions, resignations, job losses, career changes.

A filmstrip (with cassette and instructor's guide)

Your Job: Will You Keep It?—How to keep a job by practicing good work habits and getting along with others.

A game (with instructor's guide)

Job Scene—How to make on-the-job decisions related to good work habits and interpersonal relations.

A resource guide

A Guide to Employability Skills Materials—Annotates available resources that represent a wide range

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of media; lists the names and addresses of publishers and other helpful sources; lists materials developed in Florida.

Who Teaches Employability Skills?

At some time in their lives almost all students will need the skills related to getting and keeping a job. These employability skills are taught by vocational instructors, occupational specialists, guidance counselors, and academic teachers who relate the skills to certain aspects of their courses. Employability skills instruction can be presented as a separate course, minicourse, or workshop, or it can be integrated into other courses and curricula. Here are some suggested topics within the area of employability skills that are of particular interest to the following educators:

Guidance counselors
aptitude and interest inventories, occupational information, decision-making skills, career development and advisement, interpersonal relations

Language arts instructors and business instructors
filling out application forms, work-related vocabulary development, writing resumes and letters of application, interviewing skills, communication skills, telephone calls, writing letters of resignation, using correct grammar and spelling, following oral and written instructions

Mathematics instructors
basic operations, work-related computational skills, budgeting, tax computation, cost of credit, interest calculations, banking

Physical education instructors and home economics instructors
health habits, appearance

Vocational educators, cooperative program coordinators, career education specialists, occupational specialists, placement personnel
all employability skills

Social studies instructors
unemployment, career changes in our mobile society

Validation of the Series

The Employability Skills Series is based on objectives and test items in the *Florida Catalog of Occupational Education Objectives Series: Employability Skills.* The objectives were validated for relevance and comprehensiveness by a statewide network of persons representing business, education, and government. Test items in the catalog were evaluated in classrooms in rural, urban, and transitional counties in Florida.

Based on these validated objectives, the Employability Skills Series of competency-based instructional materials was developed using systematic instructional design techniques. All Employability Skills materials went through several cycles of testing and revision. Revisions were made in response to pretest-posttest results and questionnaires obtained from Florida educators and students. This ensures that the materials are effective, acceptable, and at an appropriate reading level. This unit, *Job Changes,* was tested in rural and urban schools with vocational and academic students from eighth through twelfth grade. Field trials indicated that, for most objectives, 80 to 100 percent of the students who completed instruction on an objective were able to pass a test on that objective. In addition, student and instructor attitudes toward the materials were favorable.

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How to Administer the Unit

Purpose

Starting a new job or career, whether it is with a different company or the result of a promotion or transfer, requires careful planning. This unit was developed to introduce students to the procedure involved in changing jobs.

Major Concepts to Be Developed

Since the following primary concepts go beyond a statement of the unit objectives to form a conceptual framework for the unit, you may wish to discuss and develop them with the class.

- *Promotions are earned only after hard work.* A worker must plan for the promotion and do what s(he) can to make it happen.
- *The procedure a worker follows to change jobs can affect his/her chances of obtaining further employment.* A worker who improperly resigns from a job is hurting himself/herself as well as the employer. Walking out of a job, losing one's temper, and being inconsiderate are several ways a worker can damage his/her future employment.
- *There are advantages and disadvantages to changing jobs.* Careful thought should be given to the change. The advantages and disadvantages of a new job and/or career should be carefully weighed.

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List of Student Objectives

The following list of student objectives (descriptions of intended learning outcomes of the unit) also appears in the front of the student booklet. It is included there to let the student know exactly what s(he) is expected to be able to do after completing the unit. It can also be used as a table of contents for the booklet and as a checklist for keeping track of the student's progress as s(he) works through the booklet.

This list gives the objectives in a short form for convenient reference. There are two kinds of objectives: a performance objective and several knowledge objectives. Further explanation of the objectives, including standards of performance, can be found in this guide under *Unit Test Answer Key* (for the knowledge objectives) and *Performance Test Answer Key* (for the performance objective).

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1. List five qualities your employer looks for when thinking about promoting you.
2. List the four steps in a promotion plan.
3. Name four good reasons for resigning from a job.
4. List five rules (do's and don'ts) for resigning.

5. Write a letter of resignation.
6. List four disadvantages to think about before changing careers.
7. List the four steps to take if you lose your job.

The performance objective is marked

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Content Outline

I. Working for a Promotion
- A. Qualities an employer considers in promoting workers
  1. training
  2. experience
  3. ability to get along with others
  4. leadership ability
  5. work habits
  6. quality of work
  7. amount of work
  8. competition—how the employee compares to other qualified applicants
- B. Planning for promotion
  1. deciding on the job goal
  2. determining what the qualifications are for that job
  3. finding out whether one has the qualifications
  4. doing what is necessary to qualify for the job

II. Resigning
- A. Good reasons for resigning
  1. better offer elsewhere
  2. employee changes
  3. job changes
  4. dead-end job
- B. Rules for resigning
  1. Do try to solve the problem without resigning.
  2. Do give two weeks' notice.
  3. Do resign politely and in person.
  4. Do write a letter of resignation.
  5. Don't resign until another job is found.
  6. Don't tell co-workers that you are job hunting.
  7. Don't criticize the old job when applying for a new job.
- C. Writing a letter of resignation
  1. form
  2. content
     a. says employee is resigning
     b. says why employee is resigning
     c. says when employee is leaving
     d. says something good about having had the job
     e. thanks the employer for the job
  3. appearance

III. Changing Jobs
- A. Changing careers: disadvantages
  1. extra training
  2. less pay
  3. moving
  4. loss of investment
- B. Losing a job
  1. find out why
  2. investigate the benefits
  3. consider job options
  4. begin a new job search

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Competency-Based Structure of the Unit

Competency-based instruction is designed to bring each student to a preset standard of performance on a well-defined task, or competency. The task to be performed is described in an *objective*, which also states the conditions under which the task will be performed and the standard of performance that must be achieved.

Let's look at an example. Suppose you're teaching a ten-hour course in bike riding. At the end of the course, Emily can ride with no hands on the handlebars and do figure eights. John can just do straight riding, while Amy still hasn't got the hang of riding on two wheels. You might decide to give Emily an *A*, John a *B* or *C*, and Amy an *F*.

In a competency-based course you decide *before the course begins* what skills the student must master to pass the course. These are translated into objectives, which are communicated to the student. For instance, an objective might be: "Ride a bicycle for 200 yards on a level paved road without stopping." Emily may be able to do this after one hour. John will be able to do it before the tenth hour. But Amy will need extra help—perhaps a different type of instruction or extra hours of coaching.

At the end of the course, if the extra instruction succeeds with Amy, all three students can ride a bike and all receive a "pass" for that objective. The goal of competency-based instruction is to have all students reach the preset standard of competence. This goal is met by adjusting the amount of time and instruction to the individual, rather than keeping the time and instruction constant and comparing one student's performance after the instruction to another's by using an *ABC-DF* scale.

This story illustrates some of the features of competency-based instruction:

1. Objectives are stated in terms of observable, measurable activities.
2. Students, as well as instructors, have a list of the objectives. If the student is expected to do something, s(he) must be told what it is.
3. The instruction and tests are matched to the objectives.
4. A student's performance is evaluated in comparison to the test standard, not to the performances of other students. If the performance meets that standard, the student passes the objective. If not, the student does not pass the objective and should be given additional instruction until s(he) can.

The structure of *Job Changes* fits well into competency-based instruction. This unit, like all others in the Employability Skills Series, contains:

- *objectives* describing intended learning outcomes
- *instruction* on each objective designed to help students attain competence
- *tests* to measure each student's competence on each objective by comparing his/her performance to a test standard rather than to other students' performances.

The emphasis is on encouraging each student to continue working on each objective until s(he) masters the competency.

In the Employability Skills Series, two types of objectives have been designed: *knowledge objectives*, which tell the student the *information* s(he) should know by the time s(he) completes the instruction (e.g., list the four steps in a promo-

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tion plan); and *performance objectives*, which tell the student what *skills* s(he) must have before finishing the unit (e.g., write a letter of resignation).

A student's competence in the *knowledge objectives* is measured by a written unit test, or posttest, which s(he) takes after completing the booklet. Check the student's unit test against the answer key to see whether all questions covering the knowledge objectives were answered correctly. A student who does not make a passing score on the posttest should be told which objectives s(he) still needs to work on, and s(he) should receive additional instruction until s(he) can pass the posttest. In this way, you ensure that each student achieves competence on the knowledge objectives. Some students may succeed on the first attempt; others may need a second or third try.

A *performance objective*, marked with an arrow, requires the student to demonstrate his/her ability to perform a task. There is a performance test covering the performance objective within the student booklet. The performance test includes directions for carrying out the performance test and a performance checklist by which the student's performance will be assessed.

After the student completes the performance test, s(he) shows it to you and you check it against each item on the checklist. Point out any deficiencies in the student's performance and encourage the student to correct them. The *Instructor Record Sheet* on page 35 is included to help you keep track of whether each student has passed the performance objective.

Procedures

The student booklet is self-contained, self-instructional, and designed for flexibility so that it can be used in a variety of ways. The basic procedures described below for using the unit were effective during field testing. Working at their own pace, without additional activities, field-test students took four to six hours to complete the booklet. However, the unit can be supplemented, expanded, or shortened to suit you and your classroom.

As the instructor, you should:

1. *Look over the student booklet.* Decide whether to use the unit as it is, to shorten it by eliminating some objectives, or to expand it by including additional activities and resources. Note: If any objectives are omitted from the instruction, the test items corresponding to those objectives should be deleted from the unit test.

2. *Administer the pretest.* This is optional; the unit will be effective without it. However, pretest results may be useful for (1) obtaining information on how much the class already knows about the knowledge objectives or (2) selecting objectives for individual students, if desired. This test covers only the knowledge objectives. The pretest (*Unit Test: Form A*) is on page 27 of this guide; the answer key is on page 25. Record the results (pass or fail) on the *Instructor Record Sheet* under "Pretest."

3. *Distribute and introduce the booklet to students.* Conduct a brief discussion of the importance of following the procedure to change jobs, and relate the topic to your course. This may be a good time for a filmstrip or movie on the subject (see *Resources*), or for having

students who have changed jobs describe their experiences. Then introduce the booklet itself. Have students read the objectives on page 7 of the booklet. Explain:

- that the objectives describe what they will be learning to do
- how the knowledge objectives differ from the performance objective in terms of content and testing procedures
- the relationship between the objectives, self-tests, performance test, and the unit test, and the differences between the kinds of tests
- the procedure you will use for checking their work. (See *Classroom Management.*)

4. *Have students work through the booklet.* The booklet is self-contained and self-instructional; it is designed to teach the knowledge and skills tested in the unit test and the performance test. While students go through the booklet, you will be:

   - *answering questions*
   - *managing the instruction* (seeing that students are working on the correct objective and have the necessary materials; checking the performance checklist to be sure the student has correctly performed the task, etc.)
   - *providing enrichment activities and resources.* Filmstrips, field trips, and other activities such as those suggested in the section, *How to Enrich the Unit,* increase motivation and make the unit more interesting to students. For students at the higher grade levels, it is particularly important to supplement the unit with more challenging activities to maintain their interest.

5. *Review the unit.* If students are taking the posttest (*Unit Test: Form B*) on an individual basis, they should be encouraged to review the unit on their own by making sure they can do the knowledge objectives before taking the posttest. For this purpose, the student booklet contains a unit review page. If the whole class will be taking the posttest at the same time, it is helpful to review the objectives as a class.

6. *Evaluate and record each student's progress.*

   Self-Tests. You do not need to check the self-tests on the knowledge objectives in the student booklet. These tests are part of the instruction, a way for the student to test himself/herself on questions similar to those which s(he) will have to answer on the unit test upon completion of the unit. It is the unit test that evaluates the student's competence on the knowledge objectives; the self-test is simply part of the instruction.

   Performance Test. Student responses to the performance test contained in the booklet should be shown to you for your approval. If the student passes the objective (i.e., the student's work meets *all* of the criteria in the checklist), put a *1* under that objective on the *Instructor Record Sheet.* If the student's work does not meet all the criteria, a *0* should be entered under that objective, and the student should receive additional instruction until s(he) can pass the objective.

   You may wish to change or add criteria to the checklist. If so, inform the students of the changes and see that adequate instruction is provided to enable students to meet the new criteria. Once the student has been

checked off on the performance objective, s(he) does *not* have to do it again after completing the unit.

Unit Test. A student's competence on the knowledge objectives is measured by a written unit test, or posttest, which s(he) takes after completing the unit. Two forms of the unit test are given in this guide. There are slight differences in the two forms, but they cover the same objectives and have the same correct answers, which are given in the *Unit Test Answer Key.* Form A can be used as a pretest and Form B as a posttest. If any objectives have been omitted from the instruction, the corresponding questions should be omitted from the unit test.

Check the student's unit test against the answer key. If the student did not answer each question correctly, you should point out which knowledge objectives need further work, and direct the student to additional study on those objectives. This may consist of reviewing the appropriate section of the unit, using alternative resources, receiving individual tutoring, or working with other students in a small-group problem session. The emphasis should not be on the student's failure, but on encouraging the student to continue working on an objective until the competency is mastered. If a large group of students has difficulty with a particular objective, you may wish to review that section of the unit with the class. Before administering the unit test, decide what the passing score should be. In field testing, the passing score on the unit test was set at 80 percent. For this particular unit, students had to answer five questions out of six correctly to receive a passing score of at least 80 percent.

Record the results of the posttest on the *Instructor Record Sheet,* under "Posttest, 1st Try." These results should be recorded on a pass-fail basis for the test, such as using a *1* for a student who makes the passing score and a *0* for a student who does not. A student who does not pass should receive additional instruction on the objectives missed until s(he) can pass the posttest. Form A may be used for a second try on the posttest. All students should eventually achieve a passing score on the posttest, and have a *1* entered under "Posttest" on the *Instructor Record Sheet* before leaving the unit.

Summary of Requirements for Completing the Unit

The student has completed the unit when s(he) has:

1. made a passing score on the posttest (unit test)

AND

2. passed the performance test.

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Classroom Management

Different management plans will work best for different instructors, depending on the classroom situation. Three plans that were used successfully by field-test participants are described here.

Plan 1.
Allow each student to proceed at his/her own rate through the entire booklet. The student stops only to have the performance test checked by the instructor. This plan provides maximum individualization but requires the most instructor time. The instructor answers questions, records student progress, and works with individual students to see that they are working on the correct objective and have the necessary materials.

Plan 2.
Assign one objective at a time to the class, with a deadline for completion.

Plan 3.
Assign a group of related objectives to the class, with a deadline for completion.

Plans 2 and 3 require less instructor time and make it simpler to schedule filmstrips, speakers, field trips, and other class activities related to specific objectives. Students who finish the objective or group of objectives early can be given enrichment activities related to the unit or can assist other students. In some vocational classes, students have been given shop projects to work on until the others finish.

Materials Needed

Although all the materials needed for *Job Changes* are included in the student unit, you may wish to have available plain white paper and blue or black ink pens for writing letters of resignation.

The chart of optional enrichment activities on page 18 of this guide contains a list of the materials needed for each activity.

Florida educators have permission by law to reproduce pages for classroom use from the student booklet and instructor's guide. One method of reproducing pages is to make thermal spirit masters (ditto masters). This is done by removing the page you want to copy from the booklet, and then running the page through a thermal copier with a special spirit master. (If you do not wish to destroy the booklet by removing a page, simply photocopy that page and make a master with the photocopy.) The master can then be used on a fluid copying machine (ditto machine) to make multiple copies of the original page. The special spirit masters are available from several companies and may be obtained from your school.

A thermal copier can also be used to make overhead transparencies of pages of the booklet for classroom use. For example, the promotion puzzle and sample letter of resignation can make instructive overhead transparencies.

If you are unfamiliar with the process of making spirit masters or transparencies from a printed page, check with your school office, school media specialist, or district audiovisual specialist. You will find the process an easy method of reproducing part or all of the unit.

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How to Enrich the Unit

The discussion questions, activities, and resources included on these pages can be used to introduce the unit or individual objectives, supplement instruction, or provide topics for further exploration for advanced students.

Discussion Questions

1. Do you think it is all right to change jobs often? Why? Why not?
2. What does success in a career mean to you? Money, fame, service to others, a job that leaves you time and energy for other interests? Discuss how success means different things to different people.
3. Which of the qualities that are needed for a promotion do you need to improve on? What can you do now to improve these qualities? How do you know which qualities need the most improvement?
4. Why is it not a good idea to criticize your former employer to a new employer?
5. If you are planning to resign, why is it not a good idea to tell any of your co-workers?
6. Make a list of good reasons and a list of bad reasons for changing jobs.
7. Why is it important to be in good standing on your old job before making a change to a new job
8. Do you know some people who have changed their careers? Why did they do it? Are they sorry or glad that they changed?
9. Promotion brings higher pay, but it may also mean increased responsibility, longer hours, and greater pressure and worry. Is promotion always desirable?

Additional Activities

Objective(s)	Activity	Time
1. Qualities considered for a promotion	Identify and improve deficient areas.	outside class
	Interview employers.	one class period
2. Plans for promotion 4. Rules for resigning	Role-play job changes.	one class period
3. Reasons for resigning 7. Losing a job	Give a report.	research time, plus class time for oral reports
6. Changing careers	Discuss career changes.	one class period
All objectives	Interview people who have changed their jobs.	one class period
	Write own success story.	one class period
	Research a successful person.	research time, plus class time for oral reports

Materials	Procedure
	Have each student identify and make a plan to improve his/her weak areas from qualities an employer considers for a promotion. The student can periodically review his/her progress with the instructor.
cassette recorder (optional)	Have students interview local employers to find out what qualities they consider when thinking about promoting employees.
props	Have the students role-play resigning and/or asking for a promotion. Have other students give their evaluation.
	Assign students research topics dealing with job changes (changing jobs in America, unemployment, etc.) and have them present this information to the class.
cassette recorder (optional)	Have a class debate/discussion about the pros and cons of changing careers.
cassette recorder (optional)	Have each student interview someone who has changed careers, lost a job, gotten a promotion, or changed jobs.
	Have each student write a success story about himself/herself, describing the kind of success s(he) would like to achieve, and how s(he) would go about achieving it. It could be in the form of a short autobiography.
library resources	Have each student select a person s(he) considers successful, and report to the class on the way that person achieved success and the student's reason for selecting that person.

Resources

This section describes a few of the many materials available for teaching employability skills. A more complete list of resources may be found in *A Guide to Employability Skills Materials* (1975), published by the Florida Department of Education and distributed by district vocational education and career education directors. However, neither of these publications can list all existing materials on the subject. Some excellent resources have undoubtedly been missed, and new ones are constantly becoming available. Inclusion of materials in this list is not to be considered an endorsement of a product, producer, or approach by the Career Education Center, Florida State University, or the Florida Department of Education.

The annotations are grouped by media, and include the name of the publisher or source, a brief description, and the price and date of publication whenever this information was available. The materials are suitable for senior high school students unless otherwise indicated. Materials marked with a • have been designated by the publisher as being suitable for students with lower reading level, learning disabilities, or low motivation. Spanish availability is marked with a □.

This listing provides information for buying or renting specific materials. It also includes a special section on free or inexpensive materials. However, you can probably borrow many employability skills materials. Check with your school media center, your guidance counselor, your cooperative program coordinator, and with other faculty members in vocational and academic departments. Occupational specialists or placement and follow-up offices may have materials or know where they can be found. District career education directors sometimes have collections of materials, and the district media center often stocks films and other resources. The Florida State Employment Service is another good source.

Human resources should not be overlooked. Governmental agencies, employment services, and personnel directors can often provide speakers as well as materials.

Free and Inexpensive Materials

Some materials are available at low cost from various agencies and businesses. Here's a short list to get you started.

A Guide to Employability Skills Materials (1975)
Career Education Center
Florida State University
415 N. Monroe Street
Tallahassee, FL 32306
Purchase price: $.75, 88 pp.

How To Get and Keep the Right Job
Carnation Company
Public Relations Department
Carnation Building
5045 Wiltshire Boulevard
Los Angeles, CA 90036
Purchase price: free.

Labor Market Trends
Basic Labor Market Information
Florida Employment Bulletin
Florida Employment and Unemployment
Florida Department of Commerce
Publications
Division of Research and Statistics
Tallahassee, FL 32304
Audience: Professional
Purchase price: free.

Mr. Employer, Information for You on the Florida Unemployment Compensation Law
Florida Department of Commerce
Division of Employment Security
Bureau of Unemployment Compensation
Room 109 Caldwell Building
Tallahassee, FL 32304
Purchase price: free, 16 pp.

Unemployment Insurance
State of Florida
Department of Commerce
Division of Employment Security
Bureau of Employment Compensation
Room 109 Caldwell Building
Tallahassee, FL 32304
Purchase price: free, 7 pp.

Why Young People Fail to Get and Hold a Job (1974)
New York Department of Labor
Public Information Office
2 World Trade Center, Room 7315
New York, NY 10047
Purchase price: free, 16 pp.

The Workmen's Compensation Law
Division of Labor
Bureau of Workmen's Compensation
State of Florida
Department of Commerce
1321 Executive Center Drive East
Room 201 Ashley Building
Tallahassee, FL 32301
Purchase price: free, 118 pp.

Contact your local Florida State Employment Service office for the following free pamphlets:

Completing Job Applications
Fact Sheet for Job Interviews
Getting Educational Credit
Job Finding Tips for the Handicapped
Job Finding Tips for Women
Job Finding Tips for Youth
Looking for a Job
Looks Aren't Everything But They Help
Preparing for Civil Service Tests
Preparing for Job Interviews
Preparing Resumes
Where to Look for Jobs

Cassettes

☐ **World of Work I: On the Job (1969)**
Educational Design, Incorporated
47 West 13th Street
New York, NY 10011
Grades 6-12
Purchase price: $229.50 (20 cassettes, 24 student booklets, 1 instructor's guide).

Each of these cassettes is a self-contained unit that can be used individually or with a group. Topics include *New on the Job, Dealing With Supervisors, Moving Up or Out,* and *The Rules of the Game.*

☐ **Lead the Field (1973)**
Nightingale—Conant Corporation
6677 North Lincoln Avenue
Chicago, IL 60645
Grades 10-12
Purchase price: $175 (12 cassettes, 30 student workbooks, 1 teacher's manual).

These cassettes emphasize attitudes and qualities needed for success in any job. The topics include: goal setting, self-discipline, recognizing opportunity, positive attitudes, and personal growth.

Films

Careers in the Office: Getting a Promotion (1971)
Encyclopedia Britannica Educational Corporation
425 North Michigan Avenue
Chicago, IL 60611
Grades 7-12
Purchase price: $185 (Rental price: $9).

This film shows how three young women who have worked for a year return to their high school as consultants during a career day program. Although the young women's advancements are in different fields, they illustrate the same qualifications, abilities, and willingness to tackle their jobs with enthusiasm.

Your Job: Getting Ahead (1968)
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-Adult
Purchase price: $218 (color, 15 min.); $109 (B&W, 15 min.).

Experienced workers give tips on getting ahead. Questions about changing jobs and picking areas for advancement are answered frankly.

Get That Job: Changing Jobs (1974)
Coronet Instructional Media
65 East South Water Street
Chicago, IL 60601
Grades 10-Adult
Purchase price: $200.

There's more to changing jobs than just giving two weeks' notice. In this film, Jan learns how to objectively evaluate her present job, how to find new job leads, and how to properly resign from her old job.

Filmstrip

Job Attitudes: A Job That Goes Someplace (1970)
Guidance Associates
757 Third Avenue
New York, NY 10017
Grades 9-Adult
Purchase price: $48 (2 cassettes, 2 filmstrips, 1 discussion guide).

This set includes a discussion of basic work values, common work problems such as hazing, moving up on the job, and a look at the life styles of four skilled blue-collar workers.

Kit

Career Directions: Staying With It and Getting Ahead (1974)
Changing Times Education
1729 H Street, Northwest
Washington, DC 20006
Grades 7-12
Purchase price: $76 (2 filmstrips, 2 records, 2 cassettes, 2 transparencies, 2 spirit masters, 30 student booklets, 1 teacher's booklet).

This kit helps students to orient themselves in the world of work, learn to succeed on the job, identify on-the-job problems, and learn ways to get ahead. It contains two parts: *Getting Along on the Job* and *Getting Ahead on the Job.*

Print

- **Turner Career Guidance Series (1974)**
  Follett Publishing Company
  1010 West Washington Boulevard
  Chicago, IL 60607
  Grades 10-12
  Purchase price: $7.20 (1 series of 6 workbooks); $1.20 (1 workbook).

  The 6 workbooks contain stories about the jobs of several young people. Each workbook deals with a major concern of occupational and career experience, such as changing a job and training for a job.

- **World of Work Kit (1969)**
  McGraw-Hill Book Company
  Webster Division
  1221 Avenue of the Americas
  New York, NY 10020
  Grades 7-Adult
  Purchase price: $111 (50 titles, 20 copies each).

  This collection of 50 illustrated fictional booklets is designed for junior and senior high school students, with particular emphasis on the urban, noncollege-bound student who may enter the job market at an early age. This kit is divided into 3 sections: *Getting the Job, Keeping the Job,* and *Advancing on the Job.* The booklets are written at a fifth-grade reading level.

- **How You Can Get a Better Job (1972)**
  American Technical Society
  848 East 58th Street
  Chicago, IL 60637
  Grades 10-12
  Purchase price: $4.

  This book contains guidance on human relations.

How to Measure Student Performance

Performance Test Answer Key and Objective

The complete form of the performance objective is listed below. It includes a performance checklist, which is identical to the one in the student booklet, and it contains the requirements for achievement of the objective as taught in the unit. The objective and its checklist thus serve as an answer key. Every item on the checklist must be correct for the student to pass the objective.

If you require the student to meet additional or more difficult criteria, further instruction is necessary. For example, a business education teacher who requires the students to type a letter of resignation in a particular typing style should instruct the students in that style.

Objective 5

Given the materials and requirements for a letter of resignation, the student must write a letter of resignation that meets all of the criteria in the checklist below.

Performance Checklist

FORM

- Your complete address, date in upper right corner
- Name and address of employer, spelled correctly
- Dear Ms. Grey: [including colon (:)]
- Sincerely, [spelled correctly and including comma (,)]
- Your signature [handwritten in ink]
- Your typed name [if letter is typed]

CONTENT

- Says that you are resigning
- Says why you are resigning
- Says when you are leaving
- Says something good about having had the job
- Thanks your employer for the job

APPEARANCE

- On plain white paper, regular size
- Typed, or written in blue or black ink
- Neat
- Correct spelling and grammar

Unit Test Answer Key and Objectives

The full statement of each knowledge objective is listed below. The objective describes the test question asked of the student, the correct answers, and the standard required for passing the objective. Since the objective includes the correct answers, the objectives also serve as the answer key. Both forms of the unit test use the same answer key.

This is an example of how a knowledge objective is used to score a unit test item.

EXAMPLE OF SCORING (Objective 3)

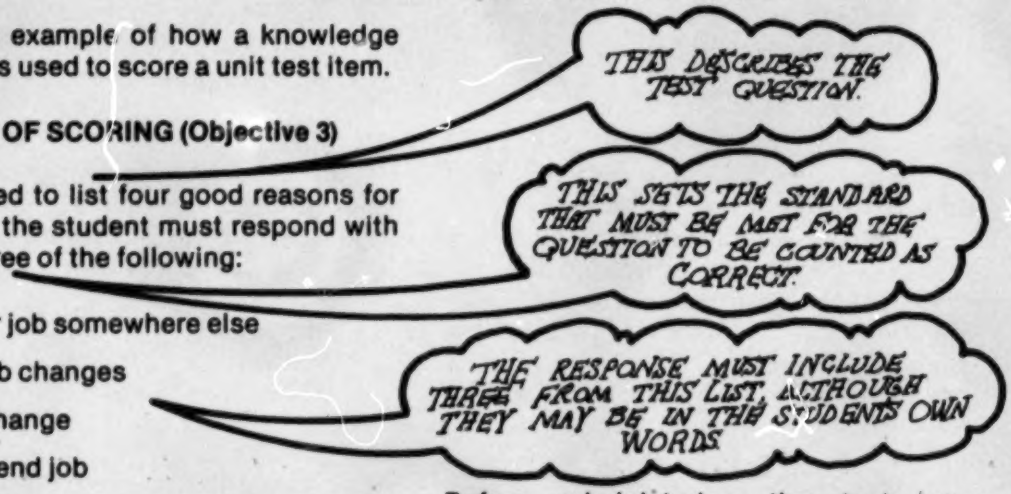
When asked to list four good reasons for resigning, the student must respond with at least three of the following:

better job somewhere else

the job changes

you change

dead-end job


THIS DESCRIBES THE TEST QUESTION.
THIS SETS THE STANDARD THAT MUST BE MET FOR THE QUESTION TO BE COUNTED AS CORRECT.
THE RESPONSE MUST INCLUDE THREE FROM THIS LIST, ALTHOUGH THEY MAY BE IN THE STUDENTS OWN WORDS

If the student's response includes at least three from this list (the standard set in this particular objective), his/her answer is counted as correct, and s(he) gets one point for this question. If the student's response includes fewer than three from this list, his/her answer is incorrect, and s(he) gets zero points for this question.

What should be done if the student gives an answer that sounds reasonable, but is not on the approved list? In that case, decide whether that response should be added to the list of acceptable answers for your class. If so, *all* students' responses should be graded on the basis of the amended list.

The order of the test questions on the unit test is scrambled, but each is labeled with its objective number to make it easy to find the correct answer in this answer key.

If you change the instruction in a way that changes these correct answers, you should also change the answer key before scoring the tests. If you omit any objective from the instruction, also omit the questions for that objective from the unit test.

Before administering the test, you should set the passing score for your students. In field testing, the passing score on the unit test was set at 80 percent. For this particular unit, students had to answer five out of six questions correctly to receive a passing score of at least 80 percent. Each question was scored correct if the answer met the standard, and incorrect if it did not; no partial credit was given.

Objective 1
When asked to list five qualities that an employer considers when deciding whether an employee is qualified for a promotion, the student must list at least four of the following:

- training
- experience
- ability to get along with others
- leadership ability
- work habits
- quality of work
- amount of work
- competition—how you compare to other qualified applicants.

Objective 2
When asked to list the four steps in a promotion plan, the student must list at least three of the following:

- Find out whether there is a job you would like to be promoted to.
- Know the qualifications for the job.
- Find out whether you have the qualifications.
- Do what is necessary to qualify for the job.

Objective 3
When asked to write the four good reasons for resigning, the student must respond by writing at least three of the following:

- better job somewhere else
- your job changes
- you change
- dead-end job

Objective 4
When asked to list five rules (do's and don'ts) for resigning, the student must list at least four of the following:

- Do try to solve the problem without resigning.
- Do give your employer at least two weeks' notice.
- Do resign politely and in person.
- Do write a letter of resignation.
- Don't resign until you have another job.
- Don't tell anyone where you work that you are job hunting.
- Don't criticize your old job when you apply for a new job.

Objective 6
When asked to write four disadvantages to consider when thinking about changing careers, the student must write at least three of the following:

- extra training
- less pay
- moving
- loss of investment

Objective 7
When asked to list the four steps to take after losing a job, the student must respond by writing at least three of the following:

- Find out why you lost your job.
- Find out what benefits you have coming.
- Decide what job you want next.
- Begin a new job search.

Unit Test: Form A

(Employability Skills: Job Changes)

Name _____

Date _____

Fill in the blanks.

1. (*Objective 3*) What are four good reasons for resigning from a job?

1 _____

2 _____

3 _____

4 _____

2. (*Objective 7*) Alice has just lost her job. What four steps should she take now?

1 _____

2 _____

3 _____

4 _____

3. (*Objective 4*) What are five rules (do's and don'ts) for resigning from a job?

1 _____

2 _____

3 _____

4 _____

5 _____

4. (*Objective 2*) John wants to follow a plan for getting a promotion. What are the four steps he should follow in his promotion plan? Try to write the steps in the order that he should follow them.

1 _____

2 _____

3 _____

4 _____

5. (*Objective 1*) Ms. Higgins is thinking about promoting John. What are five qualities she should consider to help her decide if John is qualified for a promotion?

1 _____

2 _____

3 _____

4 _____

5 _____

6. (*Objective 6*) Roger is thinking about changing his career. What are four disadvantages he should think about before making his decision?

1 _____

2 _____

3 _____

4 _____

Unit Test: Form B

(Employability Skills: Job Changes)

Name _____

Date _____

Fill in the blanks.

1. (*Objective 3*) List four good reasons for resigning from a job.

   1 _____

   2 _____

   3 _____

   4 _____

2. (*Objective 6*) Lucy is thinking about changing to another career. Before she decides, she should think about four disadvantages of changing careers. What are they?

   1 _____

   2 _____

   3 _____

   4 _____

3. (*Objective 4*) Kathy is resigning soon and needs to know the do's and don'ts for resigning. List five rules (do's and don'ts) for resigning.

   1 _____

   2 _____

   3 _____

   4 _____

   5 _____

4. (*Objective 1*) Mr. Burns is thinking about promoting Henry. What are five qualities he should consider in deciding whether Henry is qualified for a promotion?

1 _____

2 _____

3 _____

4 _____

5 _____

5. (*Objective 7*) Kevin has just lost his job. What four steps should he take now?

1 _____

2 _____

3 _____

4 _____

6. (*Objective 2*) Mary would like to follow a plan for getting promoted. What are the four steps she should follow in her promotion plan? Try to list the steps in the order she should follow them.

1 _____

2 _____

3 _____

4 _____

Unit Test: Form A

(Employability Skills: Job Changes)

Name _____

Date _____

Fill in the blanks.

1. (*Objective 3*) What are four good reasons for resigning from a job?

   1 _____

   2 _____

   3 _____

   4 _____

2. (*Objective 7*) Alice has just lost her job. What four steps should she take now?

   1 _____

   2 _____

   3 _____

   4 _____

3. (*Objective 4*) What are five rules (do's and don'ts) for resigning from a job?

   1 _____

   2 _____

   3 _____

   4 _____

   5 _____

4. (*Objective 2*) John wants to follow a plan for getting a promotion. What are the four steps he should follow in his promotion plan? Try to write the steps in the order that he should follow them.

1 _____

2 _____

3 _____

4 _____

5. (*Objective 1*) Ms. Higgins is thinking about promoting John. What are five qualities she should consider to help her decide if John is qualified for a promotion?

1 _____

2 _____

3 _____

4 _____

5 _____

6. (*Objective 6*) Roger is thinking about changing his career. What are four disadvantages he should think about before making his decision?

1 _____

2 _____

3 _____

4 _____

Unit Test: Form B

(Employability Skills: Job Changes)

Name _____

Date _____

Fill in the blanks.

1. (*Objective 3*) List four good reasons for resigning from a job.

   1 _____

   2 _____

   3 _____

   4 _____

2. (*Objective 6*) Lucy is thinking about changing to another career. Before she decides, she should think about four disadvantages of changing careers. What are they?

   1 _____

   2 _____

   3 _____

   4 _____

3. (*Objective 4*) Kathy is resigning soon and needs to know the do's and don'ts for resigning. List five rules (do's and don'ts) for resigning.

   1 _____

   2 _____

   3 _____

   4 _____

   5 _____

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1 _____

2 _____

3 _____

4 _____

Instructor Record Sheet: Job Changes

Each student should be allowed at least three attempts to pass the performance test on each objective. The **Performance Test Answer Key** is on page 24.
Each student should be allowed at least two attempts to pass the unit test upon completing the unit. The **Unit Test Answer Key** is on page 25.
This test covers the knowledge objectives: 1, 2, 3, 4, 6, and 7.

Suggested System for Recording:
Place a 0 under each try not satisfactorily completed by the student.
Place a 1 under each try satisfactorily completed by the student.
If a student passes an objective in fewer than three attempts, leave the remaining columns under that objective blank.

	KNOWLEDGE OBJECTIVES			PERFORMANCE OBJECTIVE		
	PRETEST	POSTTEST		PERFORMANCE TEST		
Student Name	UNIT TEST Form A	UNIT TEST Form B	UNIT TEST Form A	OBJ. 5 (p.58) Letter of Resignation		
	Only Try	1st Try	2nd Try	1st Try	2nd Try	3rd Try

Summary of Requirements for Completing the Unit
The student has completed the unit when s(he) has:

1. made a passing score on the posttest (unit test)
   AND
2. passed the performance test for every performance objective.

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